



BEECHEN CLIFF

**Reading**

**Curriculum Booklet**

**2025 - 2026**

**SLT Reading Lead: Sophie Sullivan**

**Literacy Coordinator: Laura Bridge**

## **Subject Curriculum Intent:**

**“The more that you read, the more things you will know. The more that you learn, the more places you will go.” Dr Suess.**

At Beechen Cliff our ambition is for all of our pupils to be reading at or above their chronological age by the end of Year 9. This will allow pupils to confidently access their Key Stage 4 curriculum and GCSE exams. Confidence in reading will lead to pupils reading regularly, which will increase their cultural capital, enhance their vocabulary and develop their imagination. We aim to build a reading culture where pupils develop a love of reading and read for pleasure.

A good grounding in reading is essential for pupils’ acquisition of knowledge and their ability to make connections between the things that they know, within and across their subjects. The average reading age required to access GCSE level texts and examination papers is 15 years and 8 months. We therefore have a comprehensive and rigorous approach to reading, which ensures that our pupils develop the knowledge, vocabulary and reading fluency to access the curriculum and their exams, and that they leave school with sufficient reading skills for future learning and employment. We ensure that our pupils read widely and constructively, and pupils’ reading supplements our curriculum to ensure that pupils leave us with sufficient knowledge and cultural capital to succeed in life. Our approach to reading develops pupils’ reading skills, comprehension and accuracy and their confidence and enjoyment in reading.

Building a reading culture is particularly important at Beechen Cliff School, as we are a boys’ school in the lower school (Years 7-11), and there is a gender reading gap among children in England (and many other countries). Studies show that girls outperform boys in reading and literacy skills and that boys are more likely to leave school unable to read. Research by the National Literacy Trust found that the gender reading enjoyment gap increased five-fold during the COVID-19 lockdown periods, with 60.2% of girls saying they enjoyed reading during lockdown, compared with 48.9% before, while only 48.7% of boys said they enjoyed reading amid the pandemic, compared with 46.6% pre-lockdown. In this context, we must take a robust approach to boys’ reading at Beechen Cliff School.

The aim is to embed a love of reading through well-chosen literature in a variety of genres that engage and inspire pupils and help them to understand many of issues and challenges that we face in the 21st century.

## **Subject Curriculum Implementation:**

In Years 7, 8 and 9 reading is timetabled as part of the curriculum. In Year 7 pupils have two hours of reading per fortnight and in Year 8 and 9 pupils have one hour of reading per fortnight. Reading is not timetabled at KS4, but KS4 pupils read regularly in their GCSE lessons, and also twice a week as part of their tutor time programme.

### **KS3**

All KS3 pupils have a term of Library Skills sessions where they learn about the library, choosing books and researching using non-fiction texts. For the rest of the year they read and discuss a number of texts as a class. Pupils in Year 7 and Year 8 have access to Accelerated Reader. Once they have finished reading a book (either a class book or their own book) they can log in to Accelerated Reader to complete a short quiz. This checks their understanding and comprehension.

We recognise that there are very many ways into reading and therefore, when pupils are 'learning to read independently,' we feel a dedicated reading lesson that allows them to immerse themselves for a one hour lesson will help them to advance their reading. The texts are chosen to offer a diverse range of topics, genres and eras. The idea is to foster a love of reading and to see reading as a normalised, enjoyable activity. Teachers use their knowledge of the group they are teaching to choose an appropriate book from a wide range of texts.

Students who have a reading age below their Age Related Expectation will be offered interventions depending on their level of need. Please see the section on intervention for more details.

### **KS4**

Reading is integrated into all GCSE schemes of learning, key words are explicitly shared with students, who also receive regular DART activities (Directed activities related to text). All Y10 students complete one Tutor-led reading session each week and a second tutor session is given for filling in their planners and silent reading for pleasure. Y11 students have their Tutor-led reading session replaced with an English revision session in preparation for their exams.

Students identified as not meeting Age Related Expectation by the end of Year 9 continue to receive reading support. Those with significant gaps receive support from the SENDCO, in place of a fourth option subject.

**Allocated Curriculum Time:**

	Year 7	Year 8	Year 9	Year 10	Year 11
<b>Reading lesson allocation</b>	Once a week	Once a fortnight	Once a fortnight	N/A	N/A
<b>Reading in tutor time</b>	Guided reading tasks with tutor once a week Silent reading of own book once a week				

**KS3 Library Lessons Programme of Study**

	<b>Implementation/monitoring/support</b>
<b>KS3 Reading Lessons</b>	<p><b>Reading lessons</b></p> <ul style="list-style-type: none"> <li>• Reading lessons take place in the Library wherever possible. Where groups are timetabled at the same time, there is a termly rotation to ensure all pupils get access to the Library.</li> <li>• Defined expectations on behaviour in the Library are shared explicitly at the start of each term.</li> <li>• The first term of reading lessons are 'Library Skills' to understand how to find and borrow books from our extensive Library.</li> <li>• AR logins are distributed by English teachers in Term 1.</li> <li>• Reading lessons are a mixture of teacher-led reading, independent reading and support from Sixth Form Reading Buddies, librarians and from teaching assistants.</li> <li>• The book chosen for teacher-led reading is chosen by the English teacher and then read in sections. Pupils may be asked to read chapters independently at home. Time for discussion/questioning is made available at the discretion of the teacher.</li> <li>• There is time for AR quizzes to be taken (Y7/Y8), pupils have the opportunity to borrow a book from our extensive Library and begin reading a book for pleasure.</li> </ul>

	<b>Reading list for Reading Lessons</b>
	Alongside their Library Skills lessons in Term 1, Year 7 pupils read 3-4 books over the course of the year.
<b>Year 7 Texts</b>	<p><b>Titles of class texts includes but is not limited to:</b></p> <ul style="list-style-type: none"> <li>• <i>The Machine Gunners</i></li> <li>• <i>Percy Jackson and the Lightning Thief</i></li> <li>• <i>Koyasan</i></li> </ul>

	<ul style="list-style-type: none"> <li>• <i>Odd and The Frost Giants</i></li> <li>• <i>The Indian in the Cupboard</i></li> <li>• <i>The London Eye Mystery</i></li> <li>• <i>Rat</i></li> <li>• <i>I am Minotaur</i></li> <li>• <i>Kensuke's Kingdom</i></li> <li>• <i>Lark</i></li> </ul>
<b>Year 8 Texts</b>	<b>Titles of class texts includes but is not limited to:</b> <ul style="list-style-type: none"> <li>• <i>The Giver</i></li> <li>• <i>I Must Betray You</i></li> <li>• <i>Mortal Engines</i></li> <li>• <i>The Hunger Games</i></li> <li>• <i>Crossing The Line</i></li> <li>• <i>Framed</i></li> </ul>
<b>Year 9 Texts</b>	<b>Titles of class texts includes but is not limited to:</b> <ul style="list-style-type: none"> <li>• <i>1984</i></li> <li>• <i>The Hitchhikers Guide to the Galaxy</i></li> <li>• <i>The Curious Incident of the Dog in the Night-time</i></li> <li>• <i>A Long Way Down</i></li> <li>• <i>Skulduggery Pleasant</i></li> <li>• <i>Skin</i></li> </ul>

## Reading Intervention

Pupils who are below their age related expectation in their reading will receive one or some of the following reading interventions:

- Joining a smaller English Support Group taught by the SENDCO or English teachers
- Completing online reading intervention, Lexia, during two tutor time sessions a week
- Taking part in small group reading sessions with a Librarian
- If the pupil is EAL, having one to one sessions with our EAL lead teacher, Mrs Thorn
- If the pupil is SEND, having one to one sessions with the Learning Support Team
- Being a priority for reading with their teacher, 6th form reading buddy or librarian during reading lessons

## Supporting Your Child at Home

How to support your child with their reading:

1. Ensure that they are reading regularly and that they are recording their reading weekly in their planner
2. Ensure that they are keeping an overall record of all of the books they have read at the back of their planner
3. Ask questions (see our Beechen Cliff 'Reading for comprehension' bookmark:  
<https://www.beechencliff.org.uk/wp-content/uploads/2022/11/Reading-comprehension-bookmark.pdf> )
4. Help your child to complete their reading homework

For further tips on how you can support with reading at home please click on the links below:

### 7 Top Tips For Supporting Reading At Home

<https://buildingboys.net/the-gender-reading-gap-why-boys-underperform-in-reading-what-can-you-do-about-it/>